

Contemporary Educational Psychology

EDITOR: Allen J. Edwards

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CONTEMPORARY EDUCATIONAL PSYCHOLOGY

INFORMATION FOR AUTHORS

Contemporary Educational Psychology publishes articles dealing with empirical research and theory in psychology as related to the educational process. Since the process of education is a lifelong one, materials reflect the several life phases from neonatal to senescence and death. However, these stages are reflected in an educational framework, and articles and reviews must show a clear relationship to topic, data, and theory.

Specifically, the Journal contains articles that demonstrate the application of psychological methods and skills to the educational process. Both classroom and laboratory experimentation are relevant, particularly as they emphasize problem-solving. Instructional techniques may be reported, if adequate controls are used to demonstrate the validity of the findings. Theoretical contributions may include issues, comparisons, analyses, and the like as appropriate content.

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The content of *Contemporary Educational Psychology* allows the identification of educational problems, both in and out of school, and relates the content of each issue to these problems.

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